Getting into the Groove of Inclusive Education:
A Case Study of HIV and AIDS Orphans

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ABSTRACT This paper explores the challenges faced by the teachers in accommodating HIV and AIDS orphans in one mainstream school without resources. It draws from the White Paper 6 on inclusive education (WP6) and the role of the Institutional-level Support Team (ILST) in South African schools. A qualitative approach in an interpretive paradigm was used to find meaning to their experiences. A case study design was used to reach the depths of this particular research problem. Data was collected from one teacher through interviews, observations and field notes. Data analysis was done through the lenses of WP6 and ILST. The data presented in this paper was part of a bigger project that sought to find ecosystemic strategies for managing schools of inclusion. Findings were that teachers are not aware of orphans, they are over-worked, and the classrooms are overcrowded, thus they struggle to acquire knowledge regarding their learners. The paper concludes that a monetary incentive be given to the ILST members, or it must be made into a promotional post, or the Department of Education (DoE) must deliver special services to schools as stated in the WP6 (2001). The paper recommends collaboration between the DoE, schools, universities and governmental agencies to assist educators, learners and community members to understand the ideals of inclusion.